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AUTHOR Stern, David
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ABSTRACT

This report summarizes the findings of a two-year study on high school students' use of options that provide alternatives to the usual curriculum. Questionnaires were given to juniors and seniors as well as counselors in 29 public high schools in the San Francisco (California) Bay region in 1978. The survey posed questions about students' knowledge and use of four options that were available in all 29 schools: work experience programs, early graduation, concurrent enrollment in a college or university, and taking the California High School Proficiency Examination (CHSPE). Variables that contributed to understanding student use of a particular option, discussed in this paper, include student attitudes and experience while in school, counselors' attitudes, attributes of individual students, and students' stated reasons for using or not using options. A detailed account is given of the CHSPE alternative. The paper concludes that the main limitation of CHSPE and the other options is that they do not increase the total number of jobs available in the economy, a desired result of participation in these programs. A lengthy appendix offers a reproduction of the survey instrument and an analysis of the methodology used. (Author/ID)

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WHAT IS AN OPTION?

A Study of Alternatives to the Usual High School Curriculum

David Stern
School of Education
University of California, Berkeley
March 1980

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WHAT IS AN OPTION?

This report summarizes the findings of a two-year study on high school students' use of options which provide alternatives to the usual curriculum. A complete description of the study is contained in the final report to N.I.E. (contract no. 400-77-77).

In this summary, high school and the alternatives to it are viewed in an economic context. This in no way implies that the economic objectives of schooling are considered more important than the humanistic. It does reflect a perception, however, that the relationship between schooling and employment continues to be problematic. The hope is that clarifying this issue will make both the economic and the humanistic objectives more attainable.

Background

The idea that everyone should finish high school is relatively new. As recently as 1959, high school graduates were a minority of the total civilian labor force. But during the 1950s and 1960s, children born in the 1945-1960 baby boom entered high school in great numbers--and, on top of their large numbers, a large proportion made it all the way through high school and received diplomas. The proportion of 18-year-olds who had high school diplomas grew from 61 percent in 1954-55 to more than 75 percent by 1970. As a result, by 1970 almost two-thirds of the labor force had at least finished high school, and by 1979 more than three out of four members of the labor force had high school diplomas or more. For those who want jobs, especially young people who lack previous work experience, finishing high school has now become the norm.[1]

Paradoxically, however, the same trends that have made a high school diploma more important as a prerequisite for employment have also made it less effective as a guarantee. Even though members of the baby-boom group were finishing high school (and college) at higher rates than previous generations, the sheer size of the baby-boom generation was making it more difficult for them all to find jobs.

This can be seen by comparing the years 1956, 1965, and 1974, because in these years the overall availability of jobs in the economy happened to be the same -- as indicated by the same (2.6 percent) level of unemployment among males aged 35 to 44. In 1956, no boom babies were yet seeking regular jobs, and the unemployment rate among 16 to 19-year-old males was 11.1 percent. In 1965, the 16 to 19 year-old group consisted of people born at the beginning of the baby boom (1946 to 1949), and the unemployment rate for males in this group was 14.1 percent. In 1974, the 16 to 19 year-olds were from the peak years of the baby boom (1955 to 1958), and the unemploy-

ment rate for males in that group was up to 15.5 percent.[2] This rise in relative unemployment rates for teenage males occurred in spite of the fact that those who did find full-time jobs were earning less and less compared to prime-age males.[3] As teenagers in the 1960s and early 1970s, males born in the baby boom were reporting relatively less success in finding jobs, even at lower relative wages--in spite of their higher educational attainments.

What is paradoxical is that high school graduates still do have substantially better chances of finding jobs than do high school dropouts. Again using figures for 1965 and 1974, when overall labor market conditions were comparable, the unemployment rate for male and female high school graduates aged 16-24 rose from 12.4 to 17 percent, but for high school dropouts it went up from 20.2 to 29.8 percent.[4] While employers evidently prefer to hire high school graduates, a high school diploma cannot be sufficient to guarantee employment if there are simply not enough jobs to go around.

To the extent that students themselves become aware of these economic realities, they may well feel frustrated, frightened, or angry. Data from a survey of high school students in 1978 reveal that their most frequently stated reasons for wanting a diploma are to get a good job, to go to college, or generally to be able to compete in the world. (The survey is described below). For those who do not enjoy being students, the knowledge that a high school diploma is necessary but not sufficient to attain these goals would be disconcerting. A possible response would be to resign oneself to a long grind through high school, college, and perhaps graduate school. But students who lack the patience, interest, aptitude, or financial means to undertake such an extended educational career -- or students from oppressed groups who believe they will be at a competitive disadvantage no matter what educational

credentials they hold — may well feel trapped and resentful.

Such feelings perhaps contributed to the growing unrest among high school students in the late 1960s and early 1970s. During that period the incidence of violence and vandalism rose, test scores declined, drug use and pregnancies among students increased, and by the mid-1970s the proportion of students who were finishing high school stopped growing.

Several distinguished commissions produced reports in the early 1970s describing these symptoms of unrest, discussing possible causes, and proposing remedies.[5] These commission reports themselves have been synthesized and criticized by two later studies.[6] Although these reports and studies varied in scope, emphasis, and point of view, one idea most of them shared was that young people should have more options. Instead of compelling all young people to sit through a standard curriculum of high school classes, schools and other agencies are urged to create legitimate alternatives, which would allow individual young people to prepare for adulthood in their own chosen ways. The menu of new choices should include, in particular, new options for combining school and work.

Apparently, schools either heard the message or came to similar conclusions on their own. In a national survey of high school principals, conducted in 1977 by the National Institute of Education and the National Association of Secondary School Principals, most principals said their schools were offering a considerable array of alternatives to the conventional program. Each of the following alternatives was said to be available to students for credit in a majority of schools: "off-campus work experience or occupational training", "independent study projects", "correspondence courses", and "college courses on a college or university campus". Most principals said their schools also offered an "early graduation" option.[7]

The present study considers some of these options from the viewpoint of students themselves. In schools that make such options available, what kinds of students use them, and why? The following sections describe the survey, the options, and the findings. The final section places the study back in its economic context, and considers whether creating more options of this kind can resolve the paradoxical problems inherent in the idea that everyone should finish high school.

The Survey of High School Students and Counselors

Data on students' awareness and use of several existing options were obtained in November and December, 1978, from juniors and seniors in 29 regular public high schools in the San Francisco Bay region. The region consists of eight counties which include the urban and suburban areas around the San Francisco Bay, as well as some of the agricultural and rural hinterland. Of the 151 regular public high schools in this region, a stratified random sample of 30 schools was drawn. One school declined to participate in the survey.

In the remaining 29 schools, questionnaires were given to students in selected classes, with all students present in the class filling out the questionnaire at the same time. Classes in required subjects were selected, in order to obtain a representative sample of students. At least one return visit was made to each school to obtain questionnaires from students who were absent when their class was surveyed. Questionnaires were finally obtained from 84 percent of the students on the rolls of the classes sampled -- but some students whose names still appear on the rolls have actually dropped the class or left the school, so the response rate among students who were actually enrolled was higher than 84 percent.

A total of 3531 questionnaires were collected from juniors and seniors. These are about three percent of all the juniors and seniors in regular public high schools in this eight-county region. Since the proportion of students sampled from each school varied among the 29 schools, the data for each student were multiplied by a weight which is inversely proportional to the student's probability of being in the sample. This assures that means and proportions computed from the sample are unbiased estimates of the means and proportions in the whole population this sample represents.

Appendix I shows the weighted numbers of students who gave the various possible responses to each item on the questionnaire.

In each of the 29 schools, questionnaires were also given to all members of the counseling staff. The response rate from counselors was 65 percent. Appendix II shows the numbers of counselors who gave the various possible responses to each item on their questionnaire. Data from counselors were not weighted.

The Options

Students and counselors were asked about four options which are available in all 29 schools. The legal basis for each of these options in California is as follows.

Work experience for credit. California law[8] provides that the governing board of each local school district shall independently establish the length of that district's school day and that pupils in the district shall attend for its full length. The law also provides that no state aid shall be apportioned for a high school pupil unless the pupil attends school for at least four hours per day. Nearly all districts have established local school days longer than this minimum of four hours. For purposes of apportioning state aid, the

State Department of Education will permit one of the minimum four hours of daily attendance to consist of "work experience education," either on or off the school campus. This work experience consists simply of some form of employment, or apprenticeship training for which the student may or may not be otherwise compensated, that is at least nominally supervised by instructional personnel and for which the student receives credit on his or her high school transcript. The remaining hours by which the district's locally determined school day exceeds the minimum of four required by state law may also be satisfied by more of the same, or different, work experience, at the discretion of the district.

In addition, though there is some doubt as to the legality of the practice with respect to pupils younger than 16, many districts allow pupils 14 or older to leave school after attending for the four-hour minimum, if, and for so long as, they have part-time after school jobs, even though these jobs are not "work experience education" by statutory definition (no school supervision or credit).

Insuring observance of the compulsory attendance laws is increasingly one of the most frustrating challenges faced by the public schools, but in the case of young persons who need or wish to be gainfully employed, the schools have a uniquely effective sanction: State law generally prohibits employers from hiring persons younger than 18 to work on school days unless the young persons present "work permits" issued by their school districts. To obtain such a permit, a young person generally must be at least 14 and attending and achieving satisfactorily in school. Because the work permit statutes generally allow young persons to work only half time (four hours) on school days, school programs through which pupils are allowed to attend for the minimum four hours and then engage in regular employment are often

known as "4/4" programs: four hours of school, followed by four hours of work, each school day.

Early graduation. California law does not specify the total amount of course work a student must complete to be eligible for high school graduation, leaving that determination entirely to local school district governing boards (which do in fact require differing total amounts of "units" from one district to another). As a result, early graduation is fundamentally within the discretion of local governing boards, which also may or may not offer summer sessions or allow students to elect extended-day programs. The passage of Proposition 13 in June, 1978, has led to reduction or elimination of both these options in many of the school districts in which they were formerly available and has further reduced possibilities for early graduation by causing some school districts to reduce the number of class periods in their school days. But at the time of the survey (November and December, 1978), the full effects of Proposition 13 had not yet been felt, and early graduation was still an option.

Allowing students to accumulate credits toward early graduation through passing examinations as an alternative to "seat time" has never been popular or widespread in California, at least in part because no state aid is generated by a student who does not attend classes.

Concurrent enrollment in classes at a college, university, or adult school. Sections 48800, 48801, 48802, and 76001 of the California Education Code provide for an attendance option sometimes known as "Veysey programs," after then-Assemblyman Victor Veysey, who authored the provisions. Such programs allow students in the 11th or 12th grade to attend "advanced scholastic or vocational" classes in community colleges after first attending at least four hours at their high schools each day. To do so, students must hav the permission of

both their high schools and the community colleges they wish to attend. The number of students in Veysey programs from any one high school may not exceed 15 percent of the high school's total enrollment. The credits a student earns by attending community college in such a program are college credits, unless by agreement between the college and the high school the student receives high school credit for the college coursework.

Education Code Section 48803 permits high schools to contract with community colleges for vocational education courses (presumably to take advantage of superior facilities found at some community colleges), and high school students migh perceive these as being "college" courses. The law provides, however, that only high school credit may be given for them (perhaps because they would not be "advanced," as Veysey course must be).

The law does not expressly permit concurrent enrollment by high school students in any institutions of higher education other than community colleges. Thus, a student interested in attending part-time, for instance, a university, must not only find a university willing to accept him or her (probably by waiving some entrance requirements to do so), but also a high school administrator with a sufficiently creative eye to see his or her legal way clear to permitting the arrangement. The fundamental limitation will always be that a high school generally receives no state aid for a student who attends less than four hours per day.

State law specifically provides (Education Code Section 48410(f)) that young persons 16 or older who can "give satisfactory proof of regular employment" (not defined in statute) may attend adult high school (usually conducted in the evenings) in lieu of regular high school. Such a student theoretically needs no one's permission to do so. There is no express statutory authorization for such attendance to be concurrent with enrollment

in regular high school, but the same general practical considerations would apply as explained in the foregoing paragraph with regard to concurrent enrollment in institutions of higher education other than community colleges.

The California High School Proficiency Examination (CHSPE). Of the legitimate options open to high school students in California, CHSPE is the most radical alternative to the usual course of study. Anyone who passes the examination receives a Certificate of Proficiency issued by the state, which is legally equivalent to a high school diploma awarded by a local district. Anyone who is at least 16 years old or who is a student in the second semester of tenth grade is eligible to take CHSPE. Students who pass and obtain parents' permission (not necessary for students 18 or older) are exempt from further compulsory education requirements.

Technically, full-time schooling is compulsory in California only through age 16. Between 16 and 18, the law requires only part-time attendance in "continuation" schools or classes. But in fact most students fulfill this requirement by attending regular public high schools full-time. Despite efforts by some officials to avoid stigmatizing the continuation schools, they tend to be inhabited by students who have had some kind of trouble in regular high schools.

CHSPE therefore offers students a legitimate way to leave school early, without taking all the courses required for a local diploma. State law stipulates that anyone who passes CHSPE is automatically eligible for admission to one of the two-year public community colleges. The admissions information distributed by the University of California also explicitly states that the Certificate of Proficiency is equivalent to a local high school diploma.

CHSPE is not the same as the tests of minimal competence which, starting in California in June, 1980, a student must pass in order to receive a

local high school diploma. In California these tests are devised by each local school district. As of 1978, 16 states in addition to California were instituting tests of minimal competence as requirements for high school graduation.[9] CHSPE, in contrast, is not required.

Despite its voluntary nature, and despite the fact that the passing grade is set so that fewer than half will pass, CHSPE is a real option: Since it was first offered in December, 1975, about 30,000 individuals have taken CHSPE each year.

Students' Knowledge and Use of Options: How Many, Who, and Why

The data in Appendix I show 89 percent of students indicated they had heard of the work experience option, 96 percent had heard of early graduation, only 80 percent were aware of the concurrent enrollment option, and 82 percent had heard of CHSPE. However, some students who had heard of an option were not aware that it was offered at their own schools -- even though these four options were in fact available at all schools in the sample. Only 83 percent of all students knew that work experience for credit was available at their own schools, 90 percent knew their own schools allowed early graduation, and 68 percent were aware of the concurrent enrollment option at their own schools.

CHSPE is available to all students in the state who are 16 years old or in the second semester of tenth grade. But while more than four out of five students in the sample indicated they had heard of CHSPE, many were misinformed about it. On the first four true/false questions in item 35, the number of students giving correct responses ranged from 65 to 72 percent of the whole sample. (The correct responses are: false, false, true, false). On question 35(e), which asked whether or not "You still need a regular high school diploma to go to a four-year college or university even if you pass

CHSPE", only 39 percent of the sample correctly labelled the statement false. This misperception implies that many students who want to enter a four-year college or university directly from high school do not consider CHSPE a useful option for themselves. The general question of why more students do not take CHSPE will be discussed further below.

Students often hear about an option from more than one source. Table 1 shows the percentage of students, among those who indicated they knew an option was available, who had heard about it from various sources. Other students in the school were the most frequently cited source of information about all four options. Counselors were generally the next most common source, although for CHSPE and work experience counselors are slightly less important than school notices, announcements, or newspapers. Teachers are the next most often cited source of information, followed by sources outside the school and, finally, other school staff.

Peers are also the primary source of information about jobs, for students who had jobs at the time they took the questionnaire. Responses to question 9c show friends and other students together represent the most important source of leads. But, not surprisingly, sources outside of school are more important for finding jobs than for finding out about alternatives to the regular course of study in school.

The numbers of students who are actually using these four options vary considerably. The most popular option is work experience for credit, which 26 percent of the sample say they have done. Less than 11 percent say they are planning to graduate early, and only 9 percent indicate they have used the option of concurrent enrollment. Finally, less than 2 percent have taken CHSPE, though an additional 8 percent think they will take it in the future. Of course, some students who have already graduated early, or who have taken

TABLE 1

Percentage* of Students Indicating They Received Information About an Option From Each Source

Option (n=number who knew option was available to them)	Source of Information: School announcement, notice, newspaper	Counselor	Teacher(s)	Other School Staff	Students at School	Outside of School
Work experience (n=2916)	54	53	34	13	72	22
Early graduation (n=3161)	37	59	39	15	81	38
Concurrent enrollment (n=2387)	28	50	31	11	71	38
CHSPE (n=2904)	56	48	46	14	69	40

* Percentages add to more than 100 for each option because students cited more than one source.

CHSPE and left high school, would not be included in the sample. The true proportion of students who use these two early-exit options would therefore be somewhat larger than the proportion in this sample of students who are still in school. The problem of estimating the true proportion of students who take CHSPE is discussed in the next section.

Since most students learn about these options from other students or from other sources in their own schools, the use of options may well be expected to vary from one school to another. And in fact it varies a great deal. In two schools, for example, there were 51 percent of the juniors and seniors sampled who had received credit for work experience, while in two other schools there were only 13 or 14 percent. Students who were planning to graduate early ranged from just under 20 percent of the sample in a couple of schools down to less than 5 percent in several other schools, including one school where no students were planning to graduate early. Similarly, in several schools only a handful of students reported using the concurrent enrollment option, but in one school 22 percent did.

The only option with an almost uniform rate of use among schools was CHSPE, for which the reported rates of use were consistently small. The actual number of students in a school who said they had already taken CHSPE ranged from one to six, and as a proportion of students sampled the maximum was 3.5 percent. A more detailed discussion of CHSPE is in the next section.

Why do some students in a particular school decide to use a particular option, while others do not, and why do the proportions vary from school to school? To shed some light on these questions, a one-time survey such as this can gather information on

-- students' attitudes and experience while in school;

-- counselors' attitudes;

-- permanent characteristics of students;

-- students' stated reasons for using or not using options.

The usefulness of each kind of information, and what it revealed about the use of options by students in this sample, may be summarized as follows.

Individual students' attitudes and experience while in school are interesting kinds of information, but unfortunately they have no explanatory value. For example, it would be interesting to know whether students are more or less likely to use the work experience option because they have received low grades in their courses. The problem is that students' grades may go up or down as a result of participation in work experience. So comparing the grades of those who do and do not participate in work experience could easily be misleading about whether grades cause use of this option or vice versa. In general, since students' attitudes, aspirations, achievements, and activities might all be affected by their use of work experience or other options, information about all these variables collected at only one point in time is simply no help in explaining why some students use options and others do not, or why the proportion varies from school to school.

Counselors' attitudes are somewhat more useful as possible explanatory variables, though there is some ambiguity here, too. Most students in the sample did report seeing a counselor at least once a year (questions 50 and 51). In Table 1, counselors were often cited as a source of information about options. Moreover, opinions of counselors shown in Appendix II are generally consistent with the finding that more students use work experience than the other three options. The counselors say they talk to more students about work experience than about the other options, and they advise more students to use it. Counselors also consider work experience beneficial to larger proportions of students in all the categories listed,

as Table 2 shows.

Unfortunately, the interpretation of these findings is somewhat ambiguous, since it is possible that counselors' opinions and practices are a result, as well as a cause, of students' decisions. With data collected at only one point in time, it is not possible to measure the true, independent effect of counseling on students' behavior.

Permanent characteristics of individual students are attributes like race, sex, and parents' socioeconomic status. These are not altered by what students do. Therefore, if students of a particular type tend to do some of the same things, then any causal interpretation has to consider only one possible direction of causation. The problem here is that there are many intervening variables, most of which can only be guessed at.

For instance, female students are more likely than male students to have obtained academic credit for unpaid work experience. Since this kind of work experience sometimes consists of answering school telephones and performing secretarial work in the school office, a possible explanation is that females are more likely to hold such jobs because either school administrators or students themselves consider them female-stereotyped jobs. This explanation cannot be tested with the survey data, but the data do reveal other indications that females are more connected to school and less engaged in work outside of school. Female students are more likely to have heard about options. They are more likely to be preparing for college, and to be using the options of early graduation or concurrent enrollment. At the same time, females on average take fewer vocational classes, and work fewer hours a week in paid jobs during the school year. Finally, females are more likely neither to be preparing for college, nor to have had jobs with a regular paycheck during the school year or the

TABLE 2

Percentage* of Counselors Indicating
How Many Students in Each Category
Would Benefit From Each Option

Option	Type of Student	Proportion of Students Who Would Benefit			
		None	Some	About Half	Most
Work Experience	Going to 4-year college	2	61	11	26
	Going to 2-year college	2	33	23	42
	Going to work	1	29	19	51
	Potential drop-out	3	29	8	59
Early Graduation	Going to 4-year college	10	79	3	7
	Going to 2-year college	6	68	14	12
	Going to work	4	79	6	11
	Potential drop-out	18	54	9	18
Concurrent Enrollment	Going to 4-year college	5	66	10	19
	Going to 2-year college	4	72	6	17
	Going to work	11	80	5	3
	Potential drop-out	21	65	7	7
CHSPE	Going to 4-year college	41	58	1	0
	Going to 2-year college	19	74	4	3
	Going to work	4	75	8	12
	Potential drop-out	3	52	14	32

* Percentage of those responding. Each row adds to 100 percent except due to rounding error.

previous summer. On the whole, this pattern suggests that females are more involved in school and males are more oriented toward paid employment. The larger proportion of females who are neither preparing for college nor acquiring experience in regular jobs are perhaps expecting to become full-time homemakers.

These patterns were revealed by a statistical regression analysis, which is fully described in Appendix III. The analysis took account of the fact that the proportions of students of different races, and whose parents have different levels of education and income, vary considerably among schools. (The proportion of students who are female does not vary much among schools.) The regression analysis therefore measures how knowledge and use of options depend both on the characteristics of individuals in relation to other students in the same school, and on the average characteristics of students in the school. The complete results are in Appendix III. The most important results are as follows.

In schools with larger proportions of black or Hispanic students, there is significantly less awareness of options. On average, if the percentage of black students is 10 points higher in one school than another, then 2 to 4 percent fewer students have heard of any option in the school with more blacks. If the percentage of Hispanic students is 10 points higher in one school than another, then on average between 5 and 10 percent fewer students in the more Hispanic school are aware of work experience, concurrent enrollment, or CHSPE.

However, in schools with larger proportions of blacks or Hispanics, the use of options among students who know about them is no less frequent than in other schools. In fact, in schools with higher percentages of black students, students who have heard of CHSPE are significantly more likely to have taken it or to say that they intend to take it.

Within a school, individual black or Hispanic students are not significantly more or less likely than white students to know about options. And among students who know about an option, black or Hispanic students are not significantly more or less likely to use it than are white students in the same school.

In short, the reason why black and Hispanic students make less use of options is that they are more likely to be in schools where the overall awareness of options is low.

The only sign that options reinforce "tracking" within a school is that students whose parents have more education are less likely to participate in paid work experience for credit, and more likely to use concurrent enrollment, than are students in the same school whose parents have less education. This is consistent with the generally more academic, less vocational orientation of students whose parents have higher educational attainments. Compared to other students in the same school, they are more likely to be preparing for college, take fewer vocational classes, and spend less time in paid employment.

Knowledge of options does not vary significantly with parents' education, among students in the same school. But in schools where more students have highly educated parents, there is significantly less awareness of the work experience option. This would tend to further reduce the use of work experience by students whose parents have more education.

Finally, there are some consistent differences in knowledge and use of options depending on whether or not students come from families where the father works full time for pay and mother works full time at home. For short, this type of family is labelled "traditional", though this label is accura e only for middle-class families in industrial societies of the

past 150 years or so. Students from this kind of family are significantly less likely to find out about several options, and to use them if they do find out, than are other students in the same school. Also, in schools where more students come from "traditional" families, there is less awareness of options among students in general. It is possible that "traditional" family structure is associated with lack of interest in alternatives to the conventional high school curriculum.

To summarize, variation in knowledge and use of options can be partly explained by differences in race, class, sex, and life-style. In schools with larger proportions of black or Hispanic students, there is less awareness of options among students in general. Within a school, students with higher social status, as measured by their parents' educational attainment, are less likely than other students to participate in paid work experience, but more likely to use the more academic option of concurrent enrollment. The pattern for females resembles that of high-status students: more academically than vocationally oriented. Finally, both within a school and between schools, "traditional" family structure is negatively associated with knowledge and use of options.

Students' stated reasons for using or not using options also contribute to understanding these choices. Since this survey asked students to give reasons for decisions they had already made, the data cannot be used to predict which students are more likely to use options. But these after-the-fact explanations nevertheless do reveal something about what students think the options mean.

Except for students who had taken CHSPE or were considering it, students gave mainly practical, instrumental reasons for their use of options. "In order to earn money" was the most often stated reason for participating in

work experience, and "I wanted to take a certain class not offered in my school" was the most frequent reason for concurrent enrollment. Future-oriented reasons were also generally important: getting into college or getting a job after high school were among the two or three most frequently cited reasons for using every option except CHSPE.

Students who had taken CHSPE or were considering it, on the other hand, most often said their reason was just to find out if they could pass, find out what CHSPE was like, or obtain the option of leaving high school. In contrast to the other options, the main appeal of CHSPE is not as a practical means to achieve some well-defined goal.

More than 90 percent of the students surveyed had neither taken CHSPE nor made the decision to take it. Among this large majority, the most important reasons was "I want a regular high school diploma." Questions 43b and 43c probed the reasons why students wanted to stay in high school and graduate with regular diplomas. Again, the most important reasons were practical, instrumental, and future-oriented: "I need a diploma to go to college." "I need a diploma to get a good job." "I want to be prepared to compete in the outside world." These students have obviously internalized the norm that everyone should finish high school.

These students, who have already persisted in school long enough to become juniors and seniors, are committed to finishing high school. Most expect to attend postsecondary school at least part time the year after they finish high school, and eventually to acquire a bachelor's degree at least (questions 45, 47). Although 78 percent say they have had jobs where they received regular paychecks, fewer than 19 percent of those who had had such jobs said the work was like what they wanted to do for a career (questions 6 and 7d). Evidently, high school for these students is the main avenue

to future career goals. Those among them who use the options of work experience, early graduation, or concurrent enrollment indicate reasons which are consistent with these goals.

In short, students see three of the four options as consistent with, and sometimes as short-cuts toward, the same career goals they think they need a regular high school diploma to achieve. The exception is CHSPE. The next section presents additional data, from the survey and other sources, which help explain what is odd about CHSPE.

CHSPE: An Option for Whom?

CHSPE is a more radical alternative than the other three discussed here, because it provides a legitimate way to by-pass local requirements for a diploma. If, as the Carnegie Council claimed, "High school is an alienating experience for many young people; like a prison -- albeit with open doors -- for some,"[10] then CHSPE is such a door. But it is a door that opens most easily for students who are least likely to want to use it. For students who experience high school as alienating and prison-like, the open door of CHSPE is a cruel illusion: a seeming opportunity they often cannot really use.

For its discussion of educational and economic policies toward young people, the Carnegie Council divided youth into five categories, based on a classification by Martin Trow. A young person may be classified as advantaged, financially disadvantaged, socially deprived, personally deprived, or an "opt-out". Advantaged youth are likely to finish high school. So are the financially disadvantaged, but with some financial hardship to their families. Young people in the last three categories are not likely to finish high school, because of social circumstances, personal disabilities, or

philosophical orientation. About 6 percent of the population aged 16 to 21 are classified as optouts, 3 percent as personally deprived, 18 percent socially deprived, 20 percent financially disadvantaged, and 53 percent advantaged. The financially disadvantaged and socially deprived together comprise 33 percent of white youth, but among both blacks and Hispanics 61 percent of all young people are financially disadvantaged or socially deprived.[11]

Table 2 shows that high school counselors think potential drop-outs are likely to benefit from CHSPE. Presumably the reason is that a Certificate of Proficiency at least represents an honorable discharge, and therefore avoids the stigma of just quitting. Passing CHSPE allows students to leave high school early without being labelled as failures.

Most actual dropouts, however, do not in fact take the CHSPE. In both 1976-77 and 1977-78, the total reported enrollment in grade 12 in regular public high schools (not including continuation schools) in California was about 280,000. If there were slightly more juniors than seniors, then the combined enrollment in grades 11 and 12 would have been about 600,000. Since most juniors and seniors are 16 and 17 years old (see Appendix I, questions 2 and 3), the number of 16 and 17 year-olds enrolled in regular public high schools in California would also have been about 600,000. Adding private schools and public continuation schools would give a total of something like 650,000 students in this age group. If the ratio of school dropouts to students among 16 and 17 year olds in California was the same as in the country as a whole -- about one to eleven, according to the conservative estimate obtained from household surveys[12] -- then the number of California 16 and 17 year-olds who were drop-outs would have been approximately 60,000. But, on a short question-

naire given to CHSPE-takers just before the examination, the number of CHSPE-takers who indicated they were not attending school was only 5,246 in 1976-77 and 5,186 in 1977-78 -- and some of these were older than 17. Evidently less than 10 percent of the 16 and 17 year-old dropouts take CHSPE after they have left school.

It is not possible to count the number of potential dropouts who take CHSPE, because there is no way to know for certain that someone is going to drop out before he or she actually does it. However, some indirect inferences can be made about CHSPE-takers who were still students. In 1976-77 there were 19,709 CHSPE-takers who indicated they were students at the time they took the test, and in 1977-78 there were 18,264. About 80 percent of these were in regular public high schools, another 16 or 17 percent were in public continuation schools, and the remaining 3 or 4 percent were in private schools. Since the particular school was reported on the student's CHSPE registration, it is possible to compute the proportion of eligible students in each school who took CHSPE each year.

Comparing this proportion with the known characteristics of the school reveals that the CHSPE-taking rate is consistently and substantially lower in schools where larger proportions of students are black or Hispanic. This negative association between the CHSPE-taking rate and the proportion of students who are black or Hispanic is observed even in a regression analysis which "holds constant" other school characteristics, including mean achievement test scores, proportion receiving AFDC, expenditure per pupil in the district, unemployment rate in the county, and region of the state in which the school is located.

The finding that proportionately fewer students take CHSPE in schools w th higher percentages of blacks or Hispanics is exactly the opposite of

what might be expected on the basis of the Carnegie typology described above. If blacks and Hispanics are more likely to drop out of high school, due to financial disadvantage or social deprivation, and if CHSPE is supposed to be for potential dropouts, then the CHSPE-taking rate should be higher in schools with larger proportions of blacks and Hispanics. It was exactly this expectation that prompted some civil rights groups to oppose enactment of the law that created CHSPE: they wanted minority students to obtain regular high school diplomas, not just honorable discharges.[13] Why has the result been contrary to what was expected?

One evident reason is that blacks and Hispanics who do take CHSPE are less likely than whites to pass. CHSPE-takers who have identified themselves as black on the pre-examination questionnaire have passed about 15 to 25 percent of the time (there is some variation between test dates). The passing rate for Hispanics has been about 25 to 35 percent, and those who have identified themselves as white have passed 40 to 50 percent of the time.

Being black or Hispanic is associated with worse performance on CHSPE even in regression analyses where other characteristics of test-takers are "held constant". These other characteristics, on which data were obtained from the pre-examination questionnaire or the CHSPE registration form, include sex, educational attainment of the head of the test-taker's household, whether a language other than English is spoken at home, and what grades the test-takers said they usually received in several school subjects. These other variables tend to be associated with performance on CHSPE in the directions one would expect: Individuals from households where the head has more education tend to do better, and those from households where a language other than English is spoken tend to do worse. CHSPE-takers who say they received

good grades in school subjects tend to do well on CHSPE. In other words, a person is more likely to pass CHSPE if he or she comes from an English-speaking household with a well-educated head, and if he or she has done well in school. But these other characteristics do not appear to account for all of the association between CHSPE performance and race. Even taking these other characteristics into account, it appears that a person is more likely to pass CHSPE if he or she is not black or Hispanic.

In sum, CHSPE is strange because it is seen as most useful for potential dropouts, but socially disadvantaged groups which tend to have high dropout rates also have a relatively hard time passing CHSPE. Conversely, students from middle-class, English-speaking homes, and who get good grades in school, have a relatively better chance of passing CHSPE -- but these students are usually planning to go to college, and, as reported in the previous section, college-bound students do not see CHSPE as a useful option for themselves. So the very students who would most like to have what CHSPE is supposed to provide — the option of an honorable discharge from a high school which they experience as alienating and prison-like -- are likely to be the least prepared to use it.

Conclusion

The main limitation of CHSPE and the other options is that they do nothing to increase the total number of jobs available in the economy as a whole. This is a serious limitation because it implies that if some individuals are able to obtain jobs as a result of participating in these programs, then an approximately equal number of other individuals will consequently become unable to find jobs. Such an outcome may be considered

desirable if the individuals who are enabled to find jobs are considered more deserving -- because they have personal disabilities or are members of oppressed groups -- than the individuals who become unemployed.[14] But it is difficult to identify the people who are displaced, because such displacement occurs as the end result of a complicated chain of effects that ramify through the job market. It would be perhaps even more difficult to achieve a political consensus about which groups should be favored and which groups should bear the cost. For these reasons, the zero-sum nature of educational reforms is often ignored or swept under the rug.

If creating options causes larger proportions of young people to stay in school and receive diplomas, or at least to obtain Certificates of Proficiency before they drop out, then are these reforms to be considered successful? The Carnegie Council would say so, because of presumed gains in social cohesion.[15] But students themselves, according to the survey reported here, take a more hard-headed attitude toward these options, as they do about high school itself. Although the question was not asked, it is difficult to imagine a majority of these pragmatic young people voting for a policy which increased the number of high school graduates but not the number of jobs -- so that more graduates found themselves unemployed!

Designing programs to increase the total number of jobs is not simple. Even programs like CETA, which are called job creation, run up against the fact that reducing the unemployment rate below some point causes inflation to accelerate. Therefore jobs created through direct public employment or subsidized private employment may be offset by jobs destroyed through anti-inflationary policies.[16]

Nevertheless, if carefully targeted, employment and training programs may reduce both inflation and unemployment. One area that appears promising

in the 1980s is energy conservation and production. If young people could be put to work making or installing devices to conserve energy or to produce energy from renewable sources, the anti-inflationary effects would be immediate, and such work might also prepare them for employment in an area where increasing numbers of trained people will be needed. Describing such a program in detail is beyond the scope of this study. It is mentioned here in closing, to illustrate that creating some new options may be useful to young people in the aggregate, though not all new options are.

Notes

1. National Center for Educational Statistics: The Condition of Education, 1979 Edition; Washington, D.C.: U.S. Government Printing Office; p. 182.

   Bureau of Labor Statistics: Handbook of Labor Statistics 1975 - Reference Edition; Washington, D.C.: U. S. Government Printing Office; p. 54.

   Bureau of Labor Statistics: "One in Three Workers Has Gone to College"; News release USDL 80-87; Feb. 14, 1980.

2. Handbook of Labor Statistics 1975, op.cit., pp. 28 and 148.

3. Michael L. Wachter: "Intermediate Swings in Labor-Force Participation"; Brookings Papers on Economic Activity 1977, No. 2; p. 556.

4. Handbook of Labor Statistics 1975, op. cit., pp. 92-93.

5. James S. Coleman and others: Youth: Transition to Adulthood; Report of the Panel on Youth of the President's Science Advisory Committee; Chicago: University of Chicago Press, 1974.

   John H. Martin and others: National Panel on High School and Adolescent Education; Washington, D.C.: U.S. Government Printing Office, 1974.

   B. Frank Brown and others; The Reform of Secondary Education; National Commission on the Reform of Secondary Education; New York: McGraw-Hill, 1973.

6. P. Michael Timpane and others: Youth Policy in Transition; Santa Monica, California: RAND Corp., 1976.

   Carnegie Council on Policy Studies in Higher Education: Giving Youth a Better Chance; Options for Education, Work, and Service; San Francisco: Jossey-Bass, 1979.

7. Susan Abramowitz and others: High School '77, A Survey of Public Secondary School Principals; Washington, D.C.: U.S. Dept. of Health, Education, and Welfare; National Institute of Education, 1978; pp. 75-76.

8. Several provisions of the California Education Code define and control work experience programs: Article 3 of Chapter 2 and Article 1 of Chapter 3 of Part 26; Article 1 of Chapter 2 and Article 2 of Chapter 3 of Part 27; and Article 7 of Chapter 5 of Part 28, of Division 4 in Title 2. Sections 10070 through 10078 of Title 5 of the California Administrative Code also apply.

9. The Condition of Education, op. cit., p. 68.

10. Carnegie Council on Policy Studies in Higher Education, op. cit., p. 1.

11. Ibid., p. 19.

12. Anne McDougall Young: "Students, Graduates, and Dropouts in the Labor Market, October 1978"; Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics, Special Labor Force Report 223; pp. A-9 and A-18.

    National Center for Educational Statistics: Digest of Educational Statistics 1979; Washington, D.C.: U.S. Government Printing Office, p. 66.

    A discussion of why household surveys give a more conservative estimate is in Carnegie Council on Policy Studies in Higher Education, op. cit., p. 49.

13. A legislative history of CHSPE is included in William Padia: The California High School Proficiency Examination: Examinee Characteristics and Secondary School Response; Sacramento, California: State Department of Education, 1978.

14. See Martin N. Baily and James Tobin: "Macroeconomic Effects of Selective Public Employment and Wage Subsidies"; Brookings Papers on Economic Activity 1977, No. 2, pp. 511-544.

15. Carnegie Council on Policy Studies in Higher Education, op. cit., p. 110.

16. Baily and Tobin, loc. cit.

SRC. I.D. # ___ (1-6)

7-8/01

9

HIGH SCHOOL STUDENTS SURVEY

RESPONSE FREQUENCIES (WEIGHTED)

Valid n = 3531

NR = No Response

NA = Not Applicable

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

Put an "X" in the box next to the statement that best answers the question.

FOR EXAMPLE:

1. Are you: 1 ☒ Female
2 ☐ Male

In all cases you will "X" only one box for each question unless the question itself contains the instruction, "CHECK ALL THAT APPLY."

Please follow the SKIP instructions carefully.

FIRST, WE WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT YOURSELF AND YOUR EXPERIENCES IN HIGH SCHOOL.

1. Are you: 1 ☐ female 1787
2 ☐ male 1741
NR 3 *10/*

2. How old are you now?

_____ years old.

14 yrs.	1	18 yrs.	286	*11-12/*
15 "	51	19 "	9	
16 "	1478	21 "	2	
17 "	1674	NR	30	

3. What grade are you in now? *13/*

1 ☐	11th grade, 1st semester	1753
2 ☐	11th grade, 2nd semester	147
3 ☐	12th grade, 1st semester	1556
4 ☐	12th grade, 2nd semester	75
5 ☐	Other (specify) _____	

4. When did you first come to this high school? *14/*

1 ☐	In the 9th grade	1671
2 ☐	In the 10th grade	1519
3 ☐	In the 11th grade	259
4 ☐	In the 12th grade	77
NR		

5. How active have you been in each of the following school activities since you've been in high school? *(CHECK ONE BOX FOR EACH ACTIVITY)*

NR = 47	Did not participate 1	Participated: somewhat active 2	Participated: very active 3	
a) School newspaper or yearbook	2984 ☐	308 ☐	191 ☐	15/
b) Student government or school advisory group	2830 ☐	449 ☐	204 ☐	16/
c) Interscholastic sports or school teams	1596 ☐	908 ☐	980 ☐	17/
d) Cheerleading or Rally Committee or Drill Team	3000 ☐	223 ☐	262 ☐	18/
e) School plays or musicals	2749 ☐	352 ☐	383 ☐	19/
f) Honor Society or California Scholastic Federation	2698 ☐	538 ☐	247 ☐	20/
g) Ethnic organizations such as Black Students Union or La Raza	3127 ☐	224 ☐	134 ☐	21/
h) Service clubs such as Key Club or American Field Service	3171 ☐	193 ☐	120 ☐	22/
i) Model U.N. or Junior Statesmen or Girls' or Boys' State	3322 ☐	100 ☐	62 ☐	23/
j) Debating or Forensics Union	3339 ☐	109 ☐	35 ☐	24/
k) Outdoor clubs such as Hiking or Ski Club	2691 ☐	490 ☐	303 ☐	25/
l) Science or math or computer clubs ..	3211 ☐	195 ☐	79 ☐	26/
m) ~~(VVAT~~ (VICA)/ Future Farmers of America or Future Business Leaders of America)	☐	8 ☐	29 ☐	27/
				28/
Other		70	145	29/
				30/

6. Have you <u>ever</u> had a job outside your home where you got a paycheck on a regular basis?

1 ☐ Yes 2744 2 ☐ No *(SKIP TO PAGE 4)* 745 NR = 42 *31/*

7. *IF YES:* Have you ever had a job where: *(CHECK "YES" OR "NO" FOR EACH)*

NA = 787
NR = 21

	Yes 1	No 2	
a) you enjoyed the work	☐ 2377	☐ 346	*32/*
b) you had a chance to move up to a better position	☐ 1207	☐ 1516	*33/*
c) you got training in a new skill	☐ 2057	☐ 665	*34/*
d) it was like the work you want to do for your career	☐ 511	☐ 2212 *(SKIP TO QUESTION 8)*	*35/*

e) *IF YES:* What was the job that was like the work you want to do for your career?

36-38/

8a. This past summer, did you have a job where you got a paycheck on a regular basis?

1 ☐ Yes 1999 2 ☐ No *(SKIP TO QUESTION 9)* 693 NA = 787 NR = 52 *39/*

8b. *IF YES:* About how many hours per week did you usually work? median = 30 (number of hours)

No. of hours	Responses	No. of hours	Responses	No. of hours	Responses
1	1	21	9	41	5
2	5	22	12	42	11
3	16	23	24	43	14
4	20	24	34	44	9
5	23	25	105	45	41
6	18	26	11	46	3
7	22	27	9	47	1
8	67	28	55	48	38
9	24	29	4	49	1
10	39	30	199	50	24
11	3	31	3	52	3
12	23	32	45	53	1
13	8	33	10	54	3
14	11	34	10	55	5
15	42	35	102	56	3
16	28	36	22	58	4
17	11	37	4	60	6
18	24	38	32	61 or more	26
19	9	39	8	NR	32
20	204	40	473	NA	1532

40-41/

9a. Do you have a job now where you get a paycheck on a regular basis?

1 ☐ Yes (1623) 2 ☐ No *(SKIP TO PAGE 4)* (1044) NR = 77 NA = 787 42/

9b. *IF YES:* About how many hours per week do you usually work? median = 20 (number of hours)

No. of hours	Responses	No. of hours	Responses	No. of hours	Responses
1	5	21	18	42	3
2	19	22	26	44	2
3	28	23	44	45	6
4	26	24	63	46	3
5	25	25	109	47	1
6	17	26	15	48	2
7	14	27	11	49	1
8	41	28	52	50	3
9	16	29	13	52	1
10	84	30	111	55	1
11	11	31	3	56	1
12	57	32	23	61 or more	2
13	33	33	17		
14	24	34	14	NR	37
15	117	35	43		
16	72	36	12	NA	1908
17	19	37	5		
18	51	38	12		
19	15	39	2		
20	251	40	45		

9c. How did you find the job you now have? *(CHECK ALL THAT APPLY)* NA = 1908 43-44/

45/ 01 ☐ Parents or other relatives 523

46/ 02 ☐ Friends outside of school 420

47/ 03 ☐ Students at school 341

48/ 04 ☐ Counselor, teacher(s), other school staff 159

49/ 05 ☐ Classes or special programs at school 101

50/ 06 ☐ Special programs outside of school (NYC, SPEDY) 49

51/ 07 ☐ Employment agencies or offices 47

52/ 08 ☐ Help wanted signs or advertisements 214

53/ 09 ☐ Something different (*PLEASE DESCRIBE*: "Applied" 236)

54/ Other 36

55/

Some schools have programs where students can get high school credit for VOLUNTEER WORK, OUTSIDE WORK EXPERIENCE (OWE), INSIDE WORK EXPERIENCE (IWE), WORK STUDY, TUTORING.

10. Have you heard about these kinds of programs?

1 ☐ Yes 3138 | 2 ☐ No *(SKIP TO PAGE 6)* 339 | NR = 54 | 56/

11. *IF YES:* Does your school have this kind of program for students? 57/

1 ☐ Yes 2916 | NA = 393 NR = 7 | 2 ☐ No 9 | 3 ☐ I don't know 206

12. *IF NO OR DON'T KNOW:* If your school did have this program, would you want to participate?

1 ☐ Yes 127 | 2 ☐ No 70 | 58/

(SKIP TO PAGE 6)

NR = 18

13. *IF YES:* Where did you learn about programs where students get school credits for working? *(CHECK ALL THAT APPLY)*

59/	1 ☐	School announcement, notice, school newspaper	1585
60/	2 ☐	Counselor	1559
61/	3 ☐	Teacher(s)	993
62/	4 ☐	Other school staff (principal, dean, etc.)	379
63/	5 ☐	Students at school	2096
64/	6 ☐	Outside of school (parents, friends, TV, local newspaper)	630
65/	7 ☐	Some other way (How?_____)	12
66/			
67/			

68-80

14. Have you ever gotten school credit for working in one of these programs? 10/

1 ☐ Yes 925 | 2 ☐ No 1976 | NA = 615 NR = 15

15. *IF NO:* Why have you not been in this kind of program? *(CHECK ALL THAT APPLY)*

11/	01 ☐	I don't want a job right now.	406
12/	02 ☐	I don't know enough about the program.	410
13/	03 ☐	I am not old enough for the program.	47
14/	04 ☐	I don't meet the requirements of the program.	166
15/	05 ☐	I couldn't find the right kind of job.	282
16/	06 ☐	There aren't enough openings in the program.	278
17/	07 ☐	I don't have enough time in my school schedule.	901
18/	08 ☐	None of my friends are doing it.	53
19/	09 ☐	My counselor or teacher(s) didn't think I should.	23
20/	10 ☐	My parents don't want me to work right now.	144
21/	11 ☐	I don't have transportation.	322
22/	12 ☐	Other (What? Already have a job.)	59
23/ 24/		Other (GO TO PAGE 6)	211

16. *IF YES:* Did you get paid for your work when you got school credit for working? 25/

1 ☐ Yes 692 | 2 ☐ No 228 | NA = 2606 NR = 5

17. What were your reasons for deciding to do this? *(CHECK ALL THAT APPLY)*

26/	01 ☐	It might help me get a job after high school.	437
27/	02 ☐	It might help me get into college.	204
28/	03 ☐	I thought I would like it better than regular classes.	331
29/	04 ☐	I wanted to find out what it's like to have a job.	255
30/	05 ☐	In order to earn money.	561
31/	06 ☐	My parents thought it would be a good idea for me.	185
32/	07 ☐	My counselor or teacher(s) thought it would be a good idea for me.	127
33/	08 ☐	My friends are doing it.	135
34/	09 ☐	So that I could work more than 4 hours a day or 24 hours a week.	178
35/	10 ☐	Other (What? To get the credits.)	95
36/ 37/		Other	60

Some schools allow students to GRADUATE EARLY by taking extra classes or going to summer school.

18. Have you heard about graduating early? 38/

1 ☐ Yes 3377 2 ☐ No *(SKIP TO PAGE 8)* 113 NR = 41

19. *IF YES:* Does your school allow students to graduate early? 39/

1 ☐ Yes 3161 NA = 154 NR = 10 2 ☐ No 27 3 ☐ I don't know 179

20. *IF NO OR DON'T KNOW:* If your school did have early graduation, would you want to participate?

1 ☐ Yes 90 2 ☐ No 108

NR = 8 *(SKIP TO PAGE 8)* 40/

21. *IF YES:* Where did you learn about graduating early? *(CHECK ALL THAT APPLY)*

41/	1 ☐	School announcement, notice, school newspaper	1173
42/	2 ☐	Counselors	1866
43/	3 ☐	Teachers	1246
44/	4 ☐	Other school staff (principal, dean, etc.)	464
45/	5 ☐	Students at school	2556
46/	6 ☐	Outside of school (parents, friends, TV, local newspaper)	1206
47/	7 ☐	Some other way (How?_____)	5
48/			
49/			

22. Are you planning to graduate early?

NA = 370
NR = 8

50/

1 ☐ Yes
371

2 ☐ No
2782

23. *IF NO:* Why are you <u>not</u> graduating early? *(CHECK ALL THAT APPLY)*

51/	1 ☐	I didn't think about it soon enough.	529
52/	2 ☐	I didn't want to take extra classes during the year or go to summer school.	749
53/	3 ☐	I want to graduate with my class.	2017
54/	4 ☐	None of my friends are graduating early.	536
55/	5 ☐	I want to take more advanced classes here.	944
56/	6 ☐	My counselor or teacher(s) didn't think I should.	163
57/	7 ☐	My parents don't want me to graduate early.	637
58/	8 ☐	Other (What?_____)	468
59/		*(GO TO PAGE 8)*	

60/

24. *IF YES:* Why did you decide to graduate early? *(CHECK ALL THAT APPLY)*

61/	1 ☐	I want to go to work as soon as I can.	210
62/	2 ☐	I want to go to college as soon as I can.	215
63/	3 ☐	I'm not learning enough in high school.	79
64/	4 ☐	High school just isn't much fun.	132
65/	5 ☐	My counselor or teacher(s) thought it would be a good idea.	34
66/	6 ☐	My parents thought it would be a good idea.	69
67/	7 ☐	My friends are doing it.	25
68/	8 ☐	Other (What?_____)	31
69/			
70/			

71-80

Some schools allow students to take classes at a JUNIOR COLLEGE, UNIVERSITY OR ADULT NIGHT SCHOOL while they are still attending high school.

25. Have you heard that students can do this? 10/

1 ☐ Yes 2835 — 2 ☐ No *(SKIP TO PAGE 10)* 663 — NR = 34

26. *IF YES:* Does your school allow students to do this? 11/

1 ☐ Yes 2387 — NA = 697, NR = 5 — 2 ☐ No 22 — 3 ☐ I don't know 420

27. *IF NO OR DON'T KNOW:* If your school did allow this, would you want to do it?

1 ☐ Yes 218 — 2 ☐ No 201 — 12/

NR = 25 *(SKIP TO PAGE 10)*

28. *IF YES:* Where did you learn about this? *(CHECK ALL THAT APPLY)*

13/	1 ☐	School announcement, notice, school newspaper	660
14/	2 ☐	Counselor	1204
15/	3 ☐	Teacher(s)	742
16/	4 ☐	Other school staff (principal, dean, etc.)	255
17/	5 ☐	Students at school	1702
18/	6 ☐	Outside of school (parents, friends, TV, local newspaper)	905
19/	7 ☐	Some other way (How? College representative or catalog)	26
20/		Other	5
21/			

29. Have you ever taken a class at a junior college, university or adult school? 22/

1 ☐ Yes 326

2 ☐ No 2052

NA = 1144
NR = 9

30. *IF NO:* What are your reasons for not doing this? *(CHECK ALL THAT APPLY)*

23/	01 ☐	I am not interested in taking classes somewhere else.	583
24/	02 ☐	I don't know enough about this program.	633
25/	03 ☐	I don't meet the requirements.	213
26/	04 ☐	There aren't enough openings.	54
27/	05 ☐	I don't have time.	1075
28/	06 ☐	None of my friends are doing this.	119
29/	07 ☐	I can get the courses I want at my high school.	763
30/	08 ☐	My counselor or teacher(s) didn't think I should.	49
31/	09 ☐	My parents didn't think it was a good idea.	82
32/	10 ☐	~~Other~~ (What? No transportation)	50
33/		Other *(GO TO PAGE 10)*	57
34/			

31. *IF YES:* What were your reasons for taking those classes? *(CHECK ALL THAT APPLY)*

35/	01 ☐	It might help me get a job after high school.	78
36/	02 ☐	It might help me get into college.	110
37/	03 ☐	I thought I would like it better than regular classes.	69
38/	04 ☐	I wanted to take a certain class not offered in my school.	181
39/	05 ☐	My counselor or teacher(s) thought it would be a good idea for me.	72
40/	06 ☐	My parents thought it would be a good idea for me.	82
41/	07 ☐	My friends are doing this.	33
42/	08 ☐	I need the credits to graduate.	93
43/	09 ☐	~~Other~~ (What? Help improve high school achievement)	4
44/		Other	33
45/			

NOW WE WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT THE CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM (CHSPE).

This exam is offered three times a year to students who want a Certificate of Proficiency, which is legally equivalent to a regular high school diploma.

32. Before today, had you ever heard about the California High School Proficiency Exam (CHSPE)? 46/

1 ☐ Yes (2904) 2 ☐ No *(SKIP TO PAGE 14)* (615) NR = 12

33. *IF YES:* How did you hear about CHSPE? *(CHECK ALL THAT APPLY)*

47/	1 ☐	School announcement, notice, school newspaper	1633
48/	2 ☐	Counselor	1402
49/	3 ☐	Teacher(s)	1325
50/	4 ☐	Other school staff (principal, dean, etc.)	406
51/	5 ☐	Students at school	2010
52/	6 ☐	Outside of school (parents, friends, TV, local newspaper)	1160
53/	7 ☐	Some other way (How?_____)	13
54/			
55/			

34. How many other students do you know who have taken CHSPE? median = 2 (# of students) 56/

0	624	4	199	8	27	12	24
1	364	5	231	9	15	13	2
2	387	6	55	10	120	14	3
3	311	7	34	11	5	15 or more	165

NA = 627
NR = 338

35. From what you have heard about CHSPE, please tell us if you think the following statements are true or false.

NA = 627

NR		True 1	False 2	
66	a) Every high school senior must take CHSPE in order to graduate ...	☐312	☐2526	57/
75	b) You must take CHSPE if you want to go to college	☐483	☐2346	58/
73	c) If you pass CHSPE you can leave high school at age 16, with parents' permission	☐2478	☐ 353	59/
122	d) If you pass CHSPE, you still need a regular high school diploma to go to a community college	☐471	☐2311	60/
170	e) You still need a regular high school diploma to go to a four-year college or university even if you pass CHSPE	☐1345	☐1389	61/

36. Have you taken CHSPE?

1 ☐ Yes *(SKIP TO PAGE 13)* — 68
2 ☐ No — 2824
NA = 627
NR = 12

62/

37. *IF NO:* The following is a list of reasons some people have given for not taking CHSPE. Please indicate whether or not each of the following is one of your reasons for not taking CHSPE. *(CHECK "YES" OR "NO" FOR EACH REASON)*

NA = 707
NR = 27

	Yes 1	No 2	
a) I heard the exam is too hard	328	2469	63/ 64/
b) The $10 fee is too much	314	2483	65/
c) I don't have any way to get to the place where the test is given	141	2656	66/
d) I couldn't find out enough information about the test	773	2024	67/
e) My counselor or teacher(s) didn't think it was a good idea for me	278	2519	68/
f) My parents didn't think it was a good idea for me	614	2183	69/
g) Passing CHSPE won't help me get a good job	850	1947	70/
h) Passing CHSPE won't help me get into college	851	1946	71/
i) I want to graduate with my class	1903	894	72/
j) None of my friends are taking it	552	2245	73/
k) There are more things that I want to learn in high school	1907	890	74/
l) I want a regular high school diploma	2212	585	75/
m) ~~Other~~ (What? Extra-curricular concerns)	17		76/
Other	184		77/

38. Do you think you will take CHSPE in the future?

1 ☐ Yes — 276
2 ☐ Undecided — 1003
3 ☐ No *(SKIP TO PAGE 14)* — 1534

78/

NA = 707
NR = 11

79-80/

39. If you have not already taken it, why might you decide to take CHSPE? *(CHECK "YES" OR "NO" FOR EACH REASON)*

NA = 2252
NR = 39

	Yes 1	No 2	
a) My counselor or teacher thinks it would be a good idea for me	☐ 420	☐ 820	10,
b) My parents think it would be a good idea for me	☐ 520	☐ 720	11,
c) Some of my friends are taking it	☐ 278	☐ 962	12,
d) To leave high school early and go to work	☐ 506	☐ 734	13,
e) To leave high school early and go to college	☐ 526	☐ 714	14,
f) To leave high school early and enter the military	☐ 104	☐ 1136	15
g) To leave high school early and travel	☐ 300	☐ 940	16
h) To leave high school early and look around while I decide what I want to do	☐ 394	☐ 846	17
i) To see if I could pass CHSPE	☐ 873	☐ 367	18,
j) To see what CHSPE is like	☐ 837	☐ 403	19,
k) So I can leave high school early if I want to	☐ 635	☐ 605	20
l) I'm not sure I'll have enough credits to graduate with my class ..	☐ 323	☐ 917	21
m) I don't like high school and want to leave early	☐ 285	☐ 955	22
n) Most of my friends are already out of high school	☐ 160	☐ 1080	23
o) My boyfriend is out of high school	☐ 167	☐ 1073	24
p) Something else (Please describe: _____)	☐ 22	☐	25
			26
			27
			28

SKIP TO PAGE 14

ANSWER THESE QUESTIONS ONLY IF YOU TOOK CHSPE.

40. Why did you take CHSPE? *(CHECK "YES" OR "NO" FOR EACH REASON)*

NA = 3463
NR = 3

	Yes 1		No 2	
a) My counselor or teacher thought it would be a good idea for me ...	☐ 27	☐	38	29/
b) My parents thought it would be a good idea for me	☐ 34	☐	31	30/
c) Some of my friends are taking it	☐ 25	☐	40	31/
d) To leave high school early and go to work	☐ 30	☐	35	32/
e) To leave high school early and go to college	☐ 26	☐	39	33/
f) To leave high school early and enter the military	☐ 4	☐	61	34/
g) To leave high school early and travel	☐ 14	☐	51	35/
h) To leave high school early and look around while I decide what I want to do	☐ 19	☐	46	36/
i) To see if I could pass CHSPE	☐ 41	☐	24	37/
j) To see what CHSPE was like	☐ 36	☐	29	38/
k) So I can leave high school if I want to	☐ 36	☐	29	39/
l) I wasn't sure I'd have enough credits to get a regular high school diploma	☐ 17	☐	48	40/
m) I don't like high school and wanted to leave early	☐ 24	☐	41	41/
n) Most of my friends are already out of high school	☐ 14	☐	51	42/
o) My boyfriend is already out of high school	☐ 12	☐	53	43/
p) Something else (Please describe:_____	7			
_____)	☐	☐		44/
				45/
				46/

41. When did you take CHSPE? *(CHECK ALL THAT APPLY)*

47/	1 ☐ November 1978	42	50/	4 ☐ November 1977	4
48/	2 ☐ June 1978	9	51/	5 ☐ June 1977	1
49/	3 ☐ March 1978	4	52/	6 ☐ March 1977	10
			53/	7 ☐ Before March 1977	1

42. Did you pass the exam?

1 ☐ Yes (15) 2 ☐ I don't know (32) 3 ☐ No (17) 54/

NA = 3463 NR = 4

THE NEXT QUESTIONS ASK YOU TO THINK ABOUT STAYING IN HIGH SCHOOL COMPARED TO LEAVING EARLY.

43a. Do you plan to stay in school until you graduate with a regular high school diploma? 55/

1 ☐ Yes 2 ☐ Undecided 3 ☐ No *(SKIP TO QUESTION 44)*

NR = 7 3084 318 123

43b. Why might you stay in high school until graduation? Please indicate how important each reason is for you.

NA = 130 NR = 25 (whole question)

43c. Which one of these reasons is the most important reason for you?

NA = 130
NR = 946

NR	I plan to stay in school until I graduate because:	43b. Not Important 1	43b. Somewhat Important 2	43b. Very Important 3	43c. The Most Important (CHECK ONE) 73/
121	a) I really enjoy myself here.. 56/	☐ 895	☐ 1532	☐ 853	☐ 141
125	b) I like my classes 57/	☐ 631	☐ 1655	☐ 990	☐ 27
124	c) I like my friends here 58/	☐ 395	☐ 1190	☐ 1693	☐ 148
136	d) I like the clubs and other extracurricular activities.. 59/	☐ 1627	☐ 1067	☐ 571	☐ 19
129	e) I like going to school dances or games 60/	☐ 1541	☐ 1160	☐ 571	☐ 3
132	f) I like to play sports here.. 61/	☐ 1694	☐ 799	☐ 776	☐ 99
89	g) I need a diploma to get a good job 62/	☐ 336	☐ 680	☐ 2297	☐ 412
88	h) I need a diploma to go to college 63/	☐ 326	☐ 532	☐ 2455	☐ 772
111	i) My parents want me to continue in school 64/	☐ 415	☐ 1023	☐ 1852	☐ 172
145	j) My teachers want me to continue in school 65/	☐ 1450	☐ 1221	☐ 585	☐ 1
141	k) My counselors want me to continue in school 66/	☐ 1408	☐ 1207	☐ 645	☐ 0
147	l) I don't feel mature enough to leave yet 67/	☐ 1941	☐ 776	☐ 537	☐ 59
108	m) I want to be prepared to compete in the outside world 68/	☐ 523	☐ 741	☐ 2029	☐ 505
159	n) There's no place better to go 69/	☐ 2186	☐ 727	☐ 329	☐ 23
	o) Something else (What?_____) 70/	☐	☐ 10	☐ 121	☐ 74

71/
72/

74-80/

FUTURE PLANS

44. If you could do anything you wanted the year after high school, would you: *(CHECK ALL THAT APPLY)*

10/ 01 ☐ attend a vocational school, business school, college or university full time 1652

11/ 02 ☐ attend a vocational school, business school, college or university part time 1388

12/ 03 ☐ work full time 835

13/ 04 ☐ work part time 1921

14/ 05 ☐ enter the military 207

15/ 06 ☐ be a homemaker 145

16/ 07 ☐ just travel around next year 812

17/ 08 ☐ do nothing much while I figure out what I want to do 290

18/ 09 ☐ something else (What?_____) 34

19/

20/

45. What do you think you really <u>will</u> do the year after high school? *(CHECK ALL THAT APPLY)*

21/ 01 ☐ attend a school or college full time 1636

22/ 02 ☐ attend a school or college part time 1356

23/ 03 ☐ work full time 711

24/ 04 ☐ work part time 1809

25/ 05 ☐ enter the military 165

26/ 06 ☐ be a homemaker 100

27/ 07 ☐ just travel around next year 219

28/ 08 ☐ nothing much while I figure out what I really want to do 158

29/ 09 ☐ something else (What?_____) 26

30/

31/

IF YOU DO <u>NOT</u> PLAN TO ATTEND A SCHOOL OR COLLEGE AFTER HIGH SCHOOL, PLEASE SKIP TO PAGE 17.

33/

46. What kind of school will you attend the year after high school?

1 ☐ Two-year community or junior college 1160

2 ☐ Private business, vocational or trade school 279

3 ☐ Four-year college or university 1231

4 ☐ Something else (What? Community college and private vocational) 55

Other 3

Not sure 37

NA = 679 NR = 87

34/

47. How far do you plan to go in school after ~~high~~ school?

1 ☐ I plan to take some courses at a school or college but I don't plan to graduate. 83

2 ☐ I plan to graduate from a two-year community college. 500

3 ☐ I plan to graduate from a business, vocational or trade school. 316

4 ☐ I plan to graduate from a four-year college or university. 1053

5 ☐ I plan to go on to graduate school to get an advanced university degree after graduating from a four-year college or university. 701

6 ☐ Something else (What? Community college and private vocational) 48

Other 5

Not sure 44

NA = 679 NR = 102

THIS SECTION IS ABOUT YOUR TEACHERS, YOUR SCHOOL WORK, AND YOUR COUNSELORS.

48. Thinking of my teachers this semester, I really like: NR = 44

All of them	Most of them	Some of them	None of them	
1	2	3	4	
☐ 845	☐ 1544	☐ 1033	☐ 65	35/

49. How would you describe your school work this year? Is it: NR = 61

Interesting	OK -- school work is school work	Dull stuff -- not very interesting	Not at all interesting	
1	2	3	4	
☐ 1071	☐ 1796	☐ 449	☐ 154	36/

50. Last year, did you ever meet with your high school counselor?

1 ☐ Yes 3178 2 ☐ No *(SKIP TO QUESTION 53)* 305 NR = 48 37/

51. About how many times did you meet with your counselor last year? median = 4 (# of meetings)

1	177	4	431	7	71	10	254	13	14	
2	472	5	446	8	90	11	9	14	3	
3	523	6	179	9	15	12	28	15 or more	251	

NA = 353 NR = 215 38-39/

52. How many of these meetings with your counselor did you ask for?

1 ☐ None 373 2 ☐ Some 580 3 ☐ About half 546 4 ☐ Most 793 5 ☐ All 847 NA = 353 NR = 39 40/

53. What grade do you generally get in these subjects?

NR		A/B 1	B/C 2	C 3	C/D 4	D/F 5	No Classes in This Subject 6	
69	a) English	☐ 1501	☐ 1077	☐ 516	☐ 282	☐ 57	☐ 29	41/
85	b) Social Studies	☐ 1408	☐ 970	☐ 540	☐ 352	☐ 72	☐ 104	42/
100	c) Science	☐ 1112	☐ 1079	☐ 627	☐ 310	☐ 67	☐ 236	43/
98	d) Mathematics	☐ 1113	☐ 1075	☐ 641	☐ 365	☐ 78	☐ 161	44/
115	e) Physical Education	☐ 2739	☐ 355	☐ 112	☐ 41	☐ 29	☐ 140	45/
220	f) Vocational Education (home economics, shop, business courses)	☐ 1789	☐ 548	☐ 176	☐ 44	☐ 11	☐ 743	46/
199	g) Foreign Language	☐ 1018	☐ 673	☐ 355	☐ 223	☐ 108	☐ 955	47/

54. How many classes have you taken at this school that will prepare you for getting a job in an office, factory, garage, store, etc. -- classes like auto mechanics, typing, business math and metal shop?

median = 2 (# of classes)

								48-49
0	589	3	505	6	129	9	15	
1	674	4	342	7	46	10	25	
2	651	5	185	8	40	11 or more	23	

NR = 307

55. Before you leave high school, are you planning to:

a) complete a laboratory science course such as physics, chemistry, etc.? 50

1 ☐ Yes 1088
2 ☐ No 1363 NR = 82
3 ☐ I have already completed a laboratory science course. 998

b) complete two years of a foreign language (not English)? 51

1 ☐ Yes 862 NR = 76
2 ☐ No 1459
3 ☐ I have already completed two years of a foreign language. 1134

c) take the SAT or ACT test? 52

1 ☐ Yes 1746
2 ☐ No 1138 NR = 127
3 ☐ I have already taken the SAT or ACT test. 520

56. In general, how would you rate yourself in school ability compared with other students in your school? *(CHECK ONE)* 53

1 ☐ Among the best 396
2 ☐ Above average 1196
3 ☐ About average 1735 NR = 54
4 ☐ Below average 136
5 ☐ Among the worst 14

57. How often did you cut a class last year? *(CHECK ONE)* 54

1 ☐ More than once a day 185
2 ☐ About once a day 179
3 ☐ About twice a week 381
4 ☐ About once a week 291 NR = 57
5 ☐ About twice a ~~week~~ month 418
6 ☐ About ~~twice~~ once a month 277
7 ☐ Less than once a month 705
8 ☐ Never 1038

BACKGROUND INFORMATION

55/

58. Do you consider yourself: *(CHECK ONE)*

1 ☐ American Indian/Alaskan Native	124	
2 ☐ Asian/Pacific Islander	330	NR = 150
3 ☐ Black/not of Hispanic origin	445	
4 ☐ Hispanic/Chicano/Latino/Mexican-American	398	
5 ☐ White/not of Hispanic origin	2060	
6 ☐ Other (What?_____)	24	

56/

59. What is the highest grade or year of regular school which your father (stepfather or male guardian) has had? *(CHECK "DOES NOT APPLY" IF YOU HAVE NO FATHER, STEPFATHER, OR MALE GUARDIAN)*

01 ☐ 8th grade or less	196	
02 ☐ Some high school	300	
03 ☐ Graduated from high school	695	
04 ☐ Some college	419	
05 ☐ Graduated from a two-year (community/junior) college or vocational school	230	
06 ☐ Graduated from a four-year college or university (bachelor's degree)		578
07 ☐ Went to graduate school but did not get an advanced degree		81
08 ☐ Has Master's, Ph.D., or other graduate degree		436
09 ☐ Don't know or NR		478
10 ☐ Does not apply *(SKIP TO QUESTION 63)*		118

57/

60. Which of these best describes your father (stepfather or male guardian)? *(CHECK ONE)*

1 ☐ Self-employed	684
2 ☐ Employed by someone else	2309
3 ☐ Temporarily unemployed, looking for work	45
4 ☐ Does not work for income *(SKIP TO QUESTION 63)*	7
5 ☐ Retired or disabled *(SKIP TO QUESTION 63)*	171
6 ☐ Don't know *(SKIP TO QUESTION 63)*	83

58/

61. Does he usually work full time or part time?

1 ☐ Full time	2 ☐ Part time	3 ☐ I don't know
2873	105	35

NA = 493 NR = 25

62. What kind of work does he usually do? *(DESCRIBE HIS JOB AND THE KIND OF PLACE HE WORKS AT)*

59-61/

63. What is the highest grade or year of regular school which your mother (stepmother or female guardian) has had? *(CHECK "DOES NOT APPLY" IF YOU HAVE NO MOTHER, STEPMOTHER, OR FEMALE GUARDIAN)*

01 ☐	8th grade or less	159	*62/*
02 ☐	Some high school	321	
03 ☐	Graduated from high school	991	
04 ☐	Some college	509	
05 ☐	Graduated from a two-year (community/junior) college or vocational school	330	
06 ☐	Graduated from a four-year college or university	529	
07 ☐	Went to graduate school but did not get an advanced degree	64	
08 ☐	Has a Master's, Ph.D., or other graduate degree	196	
09 ☐	I don't know or NR	399	
10 ☐	Does not apply *(SKIP TO LAST PAGE)*	33	

64. Which of these best describes your mother (stepmother or female guardian)? *(CHECK ONE)*

NA = 33 NR = 109 *63/*

1 ☐	Self-employed	297
2 ☐	Employed by someone else	1854
3 ☐	Temporarily unemployed, looking for work	148
4 ☐	Full-time housewife -- does not work for income *(SKIP TO LAST PAGE)*	975
5 ☐	Retired or disabled *(SKIP TO LAST PAGE)*	71
6 ☐	I don't know *(SKIP TO LAST PAGE)*	44

65. Does she usually work full time or part time? NA = 1232 NR = 9 *64/*

1 ☐ Full time	2 ☐ Part time	3 ☐ I don't know
1536	704	50

66. What kind of work does she usually do? *(DESCRIBE HER JOB AND THE KIND OF PLACE SHE WORKS AT)*

65-67/

APPENDIX II

COUNSELOR SURVEY RESPONSE FREQUENCIES (UNWEIGHTED)

I.D.# ___ 1-2

3/1

Valid n = 106

NR = No Response

NA = Not Applicable

DIRECTIONS

For those questions where we have asked for the "number of students," we would like your best recollection.

The other questions require your placing an "X" in the box under the response that best answers the question.

We have also provided space for COMMENTS, if you would like to elaborate on a particular response.

Please do not sign your name. All responses will be kept confidential.

In order to insure confidentiality, please put your completed questionnaire in the attached envelope and seal it before you return it.

1. During the past school year (1977-78), approximately how many of the students in your counseling caseload were in each grade level?

NR 4

Grade	# of Students in Caseload 0	1-49	50-99	100-199	200 +
9th	43	6	25	24	4
10th	17	9	22	49	5
11th	16	9	24	47	6
12th	14	15	31	35	7

	# of Students	
9th grade	median = 50	4-6/
10th grade	median = 100	7-9/
11th grade	median = 100	10-12/
12th grade	median = 90	13-15/

2. During the past school year, approximately how many students in your counseling caseload were in each of the following categories?

NR 7

	# of Students	
a) Students going directly to a four-year college	median = 30	16-18/
b) Students going directly to a two-year community college..	median = 50	19-21/
c) Students going directly to work full time	median = 30	22-24/
d) Students who are potential high school drop-outs	median = 10	25-27/
e) Other *(PLEASE SPECIFY:* _____)	_____	28-30/
		31-33/

Type of Student	# of Students in Caseload 0	1-49	50-99	100-199	200 +
going to 4-yr. college	5	63	18	11	2
going to 2-yr. college	2	45	26	19	7
going to work	9	47	30	12	1
potential drop-out	9	85	4	1	0

These questions are about programs where students can get high school credit for VOLUNTEER WORK, OUTSIDE WORK EXPERIENCE (OWE), INSIDE WORK EXPERIENCE (IWE), WORK STUDY, TUTORING.

3. During the past school year (1977-78), did your counseling responsibilities include talking with students about this option?

1 ☐ Yes 2 ☐ No *(SKIP TO PAGE 3)* NR 34/

COMMENT: 100 5 1

4. During the past school year (1977-78), approximately how many students did you talk with about this option? NA 6 NR 10

# of Students						
0	1-49	50-99	100-199	200 +	median = 75 (# of students)	35-37/
0	21	32	17	20		

5. Approximately how many of those students did you advise to participate in one of these programs for high school credit? NA 6 NR 16

COMMENT: # of Students						
0	1-49	50-99	100-199	200 +	median = 50 (# of students)	38-40/
5	36	27	14	2		

6. Approximately how many of those students did you advise not to participate in one of these programs for high school credit? NA 6 NR 13

COMMENT: # of Students						
0	1-49	50-99	100-199	200 +	median = 4 (# of students)	41-43/
35	51	1	0	0		

7. Among students in this school, about what proportion in each of the following categories do you think would benefit from doing this?

NR	NA 6	None 1	Some 2	About Half 3	Most 4	
5	a) Students going directly to a four-year college ..	☐ 2	☐ 58	☐ 10	☐ 25	44/
5	b) Students going directly to a two-year community college	☐ 2	☐ 31	☐ 22	☐ 40	45/
5	c) Students going directly to work full time	☐ 1	☐ 28	☐ 18	☐ 48	46/
5	d) Students who are potential high school drop-outs	☐ 3	☐ 28	☐ 8	☐ 56	47/
	e) Other *(PLEASE SPECIFY:* _____)	☐	☐ 2	☐	☐ 2	48/
						49/

These questions are about allowing students to GRADUATE EARLY by taking extra classes or going to summer school.

8. During the past school year (1977-78), did your counseling responsibilities include talking with students about graduating early?

1 ☐ Yes 103 2 ☐ No 3 *(SKIP TO PAGE 4)* 50/

COMMENT:

9. During the past school year (1977-78), approximately how many students did you talk with about this option? NA 3 NR 4

# of Students					median = 15 (# of students)	51-53/
0	1-49	50-99	100-199	200 +		
0	85	6	6	2		

10. Approximately how many of those students did you advise to graduate early?

NA 3 NR 13 median = 4 (# of students) 54-55/

COMMENT:

# of Students				
0	1-49	50-99	100-199	200 +
19	71	0	0	0

11. Approximately how many of those students did you advise not to graduate early?

NA 3 NR 14 median = 3 (# of students) 57-59/

COMMENT:

# of Students				
0	1-49	50-99	100-199	200 +
21	67	0	1	0

12. Among students in this school, about what proportion in each of the following categories do you think would benefit from doing this?

NA 3

NR		None 1	Some 2	About Half 3	Most 4	
7	a) Students going directly to a four-year college ..	☐10	☐76	☐3	☐7	60/
6	b) Students going directly to a two-year community college	☐6	☐66	☐13	☐12	61/
8	c) Students going directly to work full time	☐4	☐75	☐6	☐10	62/
16	d) Students who are potential high school drop-outs	☐16	☐47	☐8	☐16	63/
	e) Other *(PLEASE SPECIFY:* _____)	☐	☐1	☐	☐	64/
						65/
						66-80/

1-2

3/2

These questions are about allowing students to take classes at a JUNIOR COLLEGE, UNIVERSITY OR ADULT NIGHT SCHOOL while they are still attending high school.

13. During the past school year (1977-78), did your counseling responsibilities include talking with students about this option?

1 ☐ Yes (99) 2 ☐ No (7) *(SKIP TO PAGE 5)* 4/

COMMENT:

14. During the past school year (1977-78), approximately how many students did you talk with about this option?

NA 7 NR 3

# of Students				
0	1-49	50-99	100-199	200 +
0	77	11	7	1

median = 25 (# of students) 5-7/

15. Approximately how many of those students did you advise to take classes at a college or adult school?

NA 7 NR 11

median = 12 (# of students) 8-10/

COMMENT:

# of Students				
0	1-49	50-99	100-199	200 +
5	79	3	1	0

16. Approximately how many of those students did you advise <u>not</u> to take classes at a college or adult school?

NA 7 NR 10

median = 2 (# of students) 11-13/

COMMENT:

# of Students				
0	1-49	50-99	100-199	200 +
41	47	0	1	0

17. Among students in this school, about what proportion in each of the following categories do you think would benefit from doing this?

NR		NA 7	None 1	Some 2	About Half 3	Most 4	
6	a) Students going directly to a four-year college		☐5	☐61	☐9	☐18	14/
6	b) Students going directly to a two-year community college		☐4	☐67	☐6	☐16	15/
8	c) Students going directly to work full time		☐10	☐73	☐5	☐3	16/
10	d) Students who are potential high school drop-outs		☐19	☐58	☐6	☐6	17/
	e) Other *(PLEASE SPECIFY:* _____)		☐	☐1	☐	☐	18/
							19/

The State of California offers the CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION (CHSPE) three times a year to students who want to obtain the legal equivalent of a regular high school diploma.

18. During the past school year (1977-78), did your counseling responsibilities include talking with students about the CHSPE?

1 ☐ Yes 2 ☐ No *(SKIP TO PAGE 6)* *20/*

102 4

COMMENT:

19. During the past school year (1977-78), approximately how many students did you talk with about the CHSPE? NA 4 NR 5

# of Students						
0	1-49	50-99	100-199	200 +	median = 15 (# of students)	*21-23/*
0	76	9	7	5		

20. Approximately how many of those students did you advise to take the CHSPE? NA 4 NR 12

COMMENT:

# of Students						
0	1-49	50-99	100-199	200 +	median = 7 (# of students)	*24/26*
8	81	0	0	1		

21. Approximately how many of those students did you advise <u>not</u> to take the CHSPE? NA 4 NR 9

COMMENT:

# of Students						
0	1-49	50-99	100-199	200 +	median = 1 (# of students)	*27/29*
42	51	0	0	0		

22. Among students in this school, about what proportion in each of the following categories do you think would benefit from doing this?

NR	NA 4	None 1	Some 2	About Half 3	Most 4	
5	a) Students going directly to a four-year college..	☐ 40	☐ 56	☐ 1	☐ 0	*30/*
5	b) Students going directly to a two-year community college.....	☐ 18	☐ 72	☐ 4	☐ 3	*31/*
5	c) Students going directly to work full time	☐ 4	☐ 73	☐ 8	☐ 12	*32/*
7	d) Students who are potential high school drop-outs	☐ 3	☐ 49	☐ 13	☐ 30	*33/*
	e) Other *(PLEASE SPECIFY:* _____)	☐	☐ 2	☐	☐ 1	*34/*
						35/

23. Among the following groups connected with your school, what is your impression of their attitude toward the California High School Proficiency Examination (CHSPE)?

NR		Favorable 1	Neutral or Divided 2	Unfavorable 3	Don't Know 4	
3	a) School administrators	☐ 36	☐ 34	☐ 17	☐ 16	36/
1	b) Guidance counselors	☐ 49	☐ 35	☐ 16	☐ 5	37/
2	c) College-bound students	☐ 9	☐ 32	☐ 48	☐ 15	38/
0	d) Non-college-bound students	☐ 46	☐ 41	☐ 6	☐ 14	39/
0	e) Teachers	☐ 14	☐ 40	☐ 27	☐ 25	40/
3	f) Parents	☐ 7	☐ 49	☐ 23	☐ 24	41/
1	g) Local employers	☐ 4	☐ 17	☐ 20	☐ 64	42/
1	h) School board	☐ 6	☐ 20	☐ 13	☐ 66	43/
1	i) District administrators	☐ 11	☐ 27	☐ 14	☐ 53	44/

Thank you for taking the time to answer these questions. If you have any other comments about any of these options, please write them below.

45/

46-80/

APPENDIX III

REGRESSION ANALYSIS OF STUDENTS' KNOWLEDGE AN DUSE OF OPTIONS

The primary purpose of the student survey was to determine whether students were aware and, if aware, made use of four options available to them as alternatives to a "regular" high school career. Those four options are: work-study or work-experience programs in which students receive academic credit for time spent on jobs either inside or outside the school; concurrent enrollment in classes at a community college or adult school for high school credits; early graduation from high school for those students who have accumulated enough credits to graduate ahead of their class; and the California High School Proficiency Examination (CHSPE) which, if taken and passed, provides students with a certificate of proficiency equivalent to a high school diploma and, therefore, enables those students who so desire to leave high school early.

Other questions in the survey were designed to elicit information about the general direction of students' high school careers. Since high school is a watershed for many young people, from which some flow directly into full-time employment and some to further full-time education, we were particularly interested in finding out what students were presently doing to prepare for either of these two futures. This information was gathered from questions about whether students were making specific preparations for college, how many vocational courses they had taken, and how much (if any) and what kind of paid work experience they had had or were having.

In the analysis which follows, awareness of options, use of options, specific preparation for college, number of vocational courses, and paid

work experience are all treated as dependent variables. (Exact definitions of variables are given below.) The purpose of the following analysis is to explain differences in these outcomes among students. There are many variables which might explain these differences. Some of the possible explanatory variables were not measured by the student questionnaire. For example, personality traits--abilities, motivations, interests--were not measured. Other possible explanatory variables were measured by the questionnaire but are not used in the following analysis because they are themselves possibly explained by the dependent variables or by unobserved variables which also affect the dependent variables.

For example, students who use the work-experience-for-credit option may express different attitudes toward school, or different reasons for staying in school, or different aspirations for themselves after they graduate, than students who do not engage in work experience for credit. The difference in attitudes or aspirations may to some extent explain the use or non-use of this option. But use or non-use of this option may also to some extent explain the expressed difference in attitude or aspiration.

Rather than attempt to disentangle these separate strands of reciprocal causation, we limited the explanatory variables to those which could legitimately be considered "predetermined." That is, differences in the predetermined variables can reasonably be assumed not to be caused by the dependent variables. The explanatory variables in the analysis are therefore the student's sex, race, grade level, family background characteristics, and the size and composition of the student body in each student's school. We treat grade level as predetermined although there is a possibility that it is to some extent caused by the dependent variables; this is discussed further below. We must also acknowledge the possibility that errors in measuring

the explanatory and dependent variables may be correlated with each other; if so, regression coefficients will be biased. We make no further mention of possible errors in measurement.

Knowledge of each option was treated as a binary variable. Students were coded 1 if they knew about an option, 0 if they did not. They were considered to know about work experience, early graduation or concurrent enrollment if they responded that they had heard of the option and if they said the option was available at their school. (We had ascertained from the administration at every school that each of these options was in fact available there). Knowledge of CHSPE was scored in two ways. A student was considered to have partial knowledge of CHSPE if he or she had heard of it. If, in addition, a student answered correctly all five parts of question 35, he or she was scored as having thorough knowledge of CHSPE.

Like knowledge of options, use of each option was also treated as a binary variable, coded 1 for a student who used an option, 0 for a student who did not. In some analyses, work experience for credit was divided into two variables, according to whether or not a student was paid for the work. Intention to graduate early, and concurrent enrollment in college classes, were also both divided into separate variables, according to whether students' stated reason was that they thought it would help them get into college, or that it would help them get a job. Finally, in some analyses use of the CHSPE option was defined to include as users not only those who already had taken the test but also those who said they might take it in the future. Regressions for use of each option were restricted to students who knew about that option.

The remaining dependent variables were constructed as follows. "Hours employed per week" is the average of the number of hours a student said he

or she was usually working each week in his or her present job, and the number of hours he or she usually worked each week during the previous summer, in jobs where he or she received "a paycheck on a regular basis." (Questions 8 and 9). If a student did not have a job, hours employed were zero. A few students who reported working more than 40 hours a week on average were recoded to 40. (The rationale for such "trimming" is to give more robust results, since least-squares estimates are sensitive to outliers).

"Preparing for college" was based on question 55. For each of the three parts of the question--completing a laboratory science course, completing two years of a foreign language, and taking the SAT or ACT test--a student was coded 0 if he or she was not planning to do it, 1 if planning to do it, and 2 if he or she had already done it. The resulting scale had a range of 0 to 6.

"Employed for pay or preparing for college" is simply a binary variable coded 1 if <u>either</u> "hours employed per week" or "preparing for college" is <u>not</u> zero. Students who are coded "0" on this variable are not evidently preparing themselves either for college or for work after they finish high school. In terms of career development, they appear to be out of the main streams.

Finally, "vocational education classes taken" is simply the number given in response to question 54, varying from 0 to 10. A few students who gave a number greater than 10 were recoded 10.

In the regression analysis, explanatory variables were defined as follows. "Female" was coded 1 for girls, 0 for boys. "Grade level" ranged from a value of 1 for first-semester juniors to 4 for second-semester seniors. "Average parents' education" had a possible range from 1 for eighth grade or

less to 8 for a graduate degree (from questions 59 and 63). If there was only one parent or parent-surrogate, the value for that parent was used by itself. "Imputed family earnings" were derived by first coding the responses to questions about parents' occupations into three-digit census codes, then attributing to each employed parent the mean earnings for his or her occupation in California in 1970. If a parent was reported usually to work part time, his or her earnings were imputed as half the mean earnings for his or her occupation. "Imputed family earnings" for the student were then the sum of the imputed earnings for both parents, if there were two.

The fact that mean earnings were generally higher in 1978 than in 1970 does not necessarily produce any serious problem, because if all earnings grew at the same rate, then our regression coefficients (and standard errors) on imputed earnings would simply be too large by the same factor. But if earnings grew faster for some occupations than for others, then using 1970 data misrepresents the relative financial position of different families in 1978. There is also likely to be substantial error caused by the fact that very few people earn exactly the mean income for their occupational group. These last two sources of error tend to reduce the explanatory power of imputed family earnings.

"'Traditional' family structure" is a binary variable coded 1 if the student's father works full time for pay and mother is a homemaker. The variables for race/ethnicity are also binary, coded 1 if the student reported himself or herself to be in the designated group. As explained in the section on sampling, some students who called themselves American Indian most likely are not. Finally, school size is the toal number of juniors and seniors enrolle in Fall 1978. This number w s obtained from the administra-

tion at each school at the time of the student survey.

The estimated regression coefficients, with estimated standard errors in parentheses, are shown in Table III. For several variables, the value for an individual minus the mean value for his or her school was used as a predictor, as well as the mean value for the individual's school minus the overall sample mean. This permits estimation of both between-school and within-school coefficients in the same equation. This specification is based on a discussion by Cronbach.* Estimates of standard errors should be treated as rough approximations, since the estimation did not take account of the heteroskedasticity that occurs when dependent variables are binary.

*Lee J. Cronbach: Research on Classrooms and Schools: Formulation of Questions, Design, and Analysis; Stanford Evaluation Consortium, School of Education, Stanford University, July 1976.

TABLE III

REGRESSIONS FOR SELECTED OUTCOMES, DISTINGUISHING BETWEEN ASSOCIATIONS WITH STUDENTS' CHARACTERISTICS AT THE INDIVIDUAL AND SCHOOL LEVELS

Predetermined Variables	KNOWLEDGE OF OPTIONS					USE OF OPTIONS			OTHER OUTCOMES			
	Work Experience	Early Graduation	Concurrent Enrollment	CHSPE		Paid Work Experience	Concurrent Enrollment	CHSPE (Has Taken or Might Take)	Hours Employed Per Week	Preparing for College	Employed for Pay or Preparing for College	Voc. Ed. Classes Taken
				Partial	Thorough							
Female	.039 (.014)	.038 (.01)	.068 (.02)	.018 (.01)	.053 (.02)	-.006 (.02)	.034 (.017)	-.062 (.01)	-3.725 (.465)	.148 (.07)	-.063 (.012)	-.373 (.106)
Grade level	.028 (.007)	.020 (.005)	.081 (.01)	.025 (.007)	.045 (.01)	.080 (.01)	.056 (.01)	-.042 (.007)	2.943 (.229)	.120 (.035)	.032 (.006)	.227 (.052)
Individual difference from school mean:												
Average parents' education	-.009 (.005)	.002 (.004)	.006 (.007)	.010 (.005)	.009 (.009)	-.022 (.007)	.016 (.006)	-.002 (.005)	-.678 (.174)	.261 (.03)	.008 (.005)	-.212 (.040)
Imputed family earnings	-.00000 (.00000)	.00000 (.00000)	.00000 (.00000)	-.00000 (.00000)	.00000 (.00000)	-.00000 (.00000)	-.00000 (.00000)	.00000 (.00000)	.00011 (.00005)	.00002 (.00001)	.00000 (.00000)	-.00001 (.00001)
"Traditional" family structure	-.048 (.016)	-.014 (.01)	.011 (.02)	-.037 (.016)	.014 (.03)	-.031 (.02)	-.040 (.02)	-.034 (.016)	-1.757 (0.533)	.148 (.08)	-.045 (.014)	-.305 (.121)
"American Indian"	-.017 (.04)	-.036 (.03)	-.021 (.05)	.015 (.04)	-.077 (.07)	-.042 (.05)	-.052 (.05)	.074 (.04)	1.103 (1.395)	-.167 (.21)	-.042 (.037)	.642 (.317)
Asian	-.000 (.03)	-.035 (.02)	-.038 (.036)	-.056 (.03)	-.026 (.05)	-.068 (.04)	-.003 (.03)	-.034 (.03)	-.788 (.927)	.568 (.14)	.001 (.002)	-.135 (.211)
Black	-.017 (.03)	.016 (.02)	-.037 (.04)	-.057 (.03)	-.104 (.05)	.019 (.04)	-.016 (.04)	.041 (.03)	-.900 (1.017)	-.343 (.156)	-.036 (.027)	.371 (.231)
Hispanic	-.040 (.03)	-.006 (.02)	-.047 (.034)	.001 (.026)	-.014 (.04)	.059 (.03)	.017 (.03)	.042 (.025)	.505 (.905)	-.306 (.14)	-.080 (.024)	.014 (.206)
Difference between individual's school mean and overall sample mean:												
Average parents' education	-.057 (.026)	.033 (.02)	.013 (.03)	-.022 (.026)	.035 (.04)	-.034 (.03)	-.031 (.03)	-.023 (.026)	.282 (.855)	.527 (.13)	.040 (.023)	-.528 (.195)
Imputed family earnings	-.00002 (.00001)	.00000 (.00000)	-.00000 (.00001)	-.00000 (.00001)	.00001 (.00002)	.00000 (.00001)	.00003 (.000015)	.00001 (.00001)	-.00009 (.00039)	-.00004 (.00006)	-.00001 (.00001)	.00022 (.00009)
"Traditional" family structure	-.277 (.10)	-.078 (.07)	-.320 (.12)	-.109 (.09)	.441 (.156)	-.031 (.13)	.091 (.11)	.013 (.09)	-9.152 (3.136)	-.121 (.48)	-.115 (.084)	-.317 (.714)
"American Indian"	-1.421 (.37)	.427 (.27)	-1.215 (.47)	-.190 (.36)	.561 (.60)	.360 (.47)	.898 (.47)	.250 (.35)	18.634 (11.851)	-3.438 (1.82)	-.952 (.316)	2.811 (2.696)
Asian	-.097 (.12)	.131 (.09)	-.093 (.16)	-.518 (.12)	-.071 (.20)	-.088 (.15)	-.252 (.15)	.230 (.12)	-11.698 (3.953)	-1.174 (.60)	-.625 (.105)	-.489 (.899)
Black	-.259 (.07)	-.159 (.05)	-.352 (.10)	-.335 (.07)	.110 (.12)	.153 (.09)	.162 (.09)	.210 (.07)	-4.485 (2.392)	.800 (.37)	-.024 (.064)	1.002 (.544)
Hispanic	-.952 (.15)	.110 (.11)	-.729 (.19)	-.482 (.145)	.928 (.25)	.041 (.20)	.346 (.19)	-.055 (.15)	2.690 (4.866)	-.415 (.75)	.212 (.130)	.404 (1.107)
School size	.00004 (.00003)	.00006 (.00002)	.00003 (.00004)	.00001 (.00003)	.00003 (.00004)	-.00009 (.00003)	.00007 (.000033)	-.00001 (.00003)	-.00049 (.00089)	-.00005 (.0001)	.00006 (.00002)	-.00043 (.00020)

Female	.039 (.014)	.038 (.01)	.068 (.02)	.018 (.01)	.053 (.02)	-.006 (.02)	.034 (.017)	-.062 (.01)	-3.725 (.465)	.148 (.07)	-.063 (.012)	-.373 (.106)
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Imputed family earnings	-.00000 (.00000)	.00000 (.00000)	.00000 (.00000)	-.00000 (.00000)	.00000 (.00000)	-.00000 (.00000)	-.00000 (.00000)	.00000 (.00000)	.00011 (.00005)	.00002 (.00001)	.00000 (.00000)	-.00001 (.00001)
"Traditional" family structure	-.048 (.016)	-.014 (.01)	.011 (.02)	-.037 (.016)	.014 (.03)	-.031 (.02)	-.040 (.02)	-.034 (.016)	-1.757 (0.533)	.148 (.08)	-.045 (.014)	-.305 (.121)
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Hispanic	-.040 (.03)	-.[illegible] (.02)	-.047 (.034)	.001 (.026)	-.014 (.04)	.059 (.03)	.017 (.03)	.042 (.025)	.505 (.905)	-.306 (.14)	-.080 (.024)	.014 (.206)
Difference between individual's school mean and overall sample mean:												
Average parents' education	-.057 (.026)	.033 (.02)	.013 (.03)	-.022 (.026)	.035 (.04)	-.034 (.03)	-.031 (.03)	-.023 (.026)	.282 (.855)	.527 (.13)	.040 (.023)	-.528 (.195)
Imputed family earnings	-.00002 (.00001)	.00000 (.00000)	-.00000 (.00001)	-.00000 (.00001)	.00001 (.00002)	.00000 (.00001)	.00003 (.000015)	.00001 (.00001)	-.00009 (.00039)	-.00004 (.00006)	-.00001 (.00001)	.00022 (.00009)
"Traditional" family structure	-.277 (.10)	-.078 (.07)	-.320 (.12)	-.109 (.09)	.441 (.156)	-.031 (.13)	.091 (.11)	.013 (.09)	-9.152 (3.136)	-.121 (.48)	-.115 (.084)	-.317 (.714)
"American Indian"	-1.421 (.37)	.427 (.27)	-1.215 (.47)	-.190 (.36)	.561 (.60)	.360 (.47)	.898 (.47)	.250 (.35)	18.634 (11.851)	-3.438 (1.82)	-.952 (.316)	2.811 (2.696)
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Black	-.259 (.07)	-.159 (.05)	-.352 (.10)	-.335 (.07)	.110 (.12)	.153 (.09)	.162 (.09)	.210 (.07)	-4.485 (2.392)	.800 (.37)	-.024 (.064)	1.002 (.544)
Hispanic	-.952 (.15)	.110 (.11)	-.729 (.19)	-.482 (.145)	.928 (.25)	.041 (.20)	.346 (.19)	.055 (.15)	2.690 (4.866)	-.415 (.75)	.212 (.130)	.404 (1.107)
School size	.00004 (.00003)	.00006 (.00002)	.00003 (.00004)	.00001 (.00003)	.00003 (.00004)	-.00009 (.00003)	.00007 (.000033)	-.00001 (.00003)	-.00049 (.00089)	-.00005 (.0001)	.00006 (.00002)	-.00043 (.00020)
Constant	.752 (.03)	.817 (.02)	.498 (.04)	.802 (.03)	.283 (.05)	.135 (.04)	-.069 (.04)	.240 (.03)	9.328 (1.067)	2.569 (.16)	.800 (.028)	2.876 (.243)
Dependent variable mean	.865	.932	.721	.872	.434	.215	.140	.106	12.917	2.840	.894	2.728
R^2	.029	.035	.067	.048	.019	.064	.041	.036	.108	.147	.061	.041
Residual degrees [illegible]edom	2219	2219	2219	2219	1812	1910	1515	1922	2347	2347	2347	2347